DOCUMENT RESUME

ED 065 959 EC 042 827

TITLE	Curriculum Guides; A Selective Bibliography.
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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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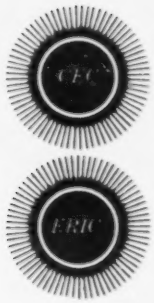
ABSTRACT

The selected bibliography of curriculum guides for handicapped and gifted children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 065959



CURRICULUM GUIDES

A Selective Bibliography

July, 1972

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 611

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

EC 042 827E

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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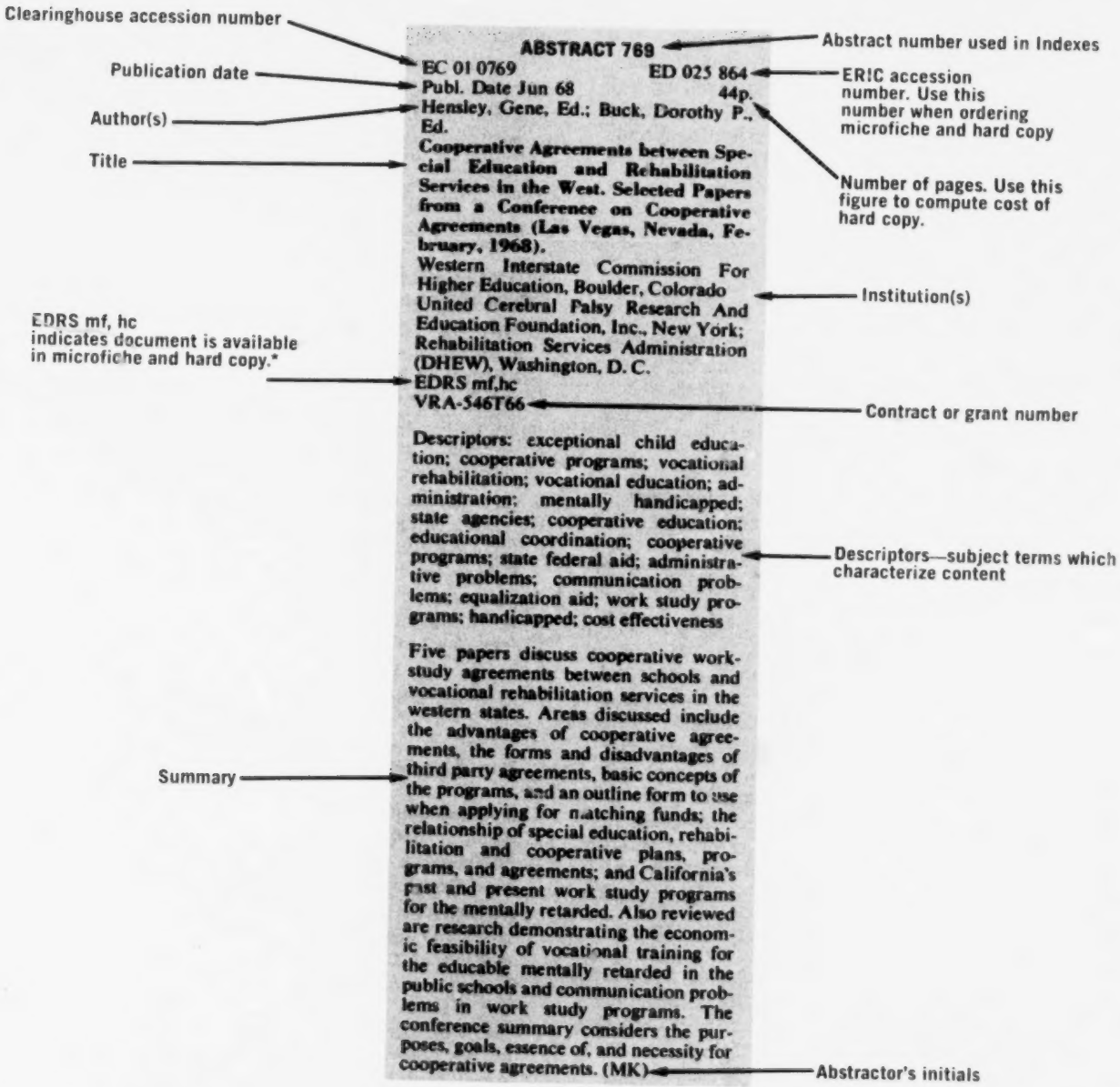
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York;
Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

TERMS SEARCHED

Index terms used to retrieve information on Curriculum Guides from the Center's computer file of abstracts are lised alphabetically below:

College Curriculum
Core Curriculum
Course Content
Course Descriptions
Curriculum
Curriculum Development
Curriculum Enrichment
Curriculum Evaluation
Curriculum Guides
Curriculum Planning
Curriculum Research
Elementary School Curriculum
English Curriculum
Ethnic Studies
Experimental Curriculum
High School curriculum
Honors Curriculum
Independent Study
Individualized Curriculum
Lesson Plans
Mathematics Curriculum
Preschool Curriculum
Resource Guides
Science Curriculum
Shop Curriculum
Speech Curriculum
State Curricululm Guides
Teaching Guides

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

New Outlook for the Blind
Volta Review

ABSTRACT 10089

EC 000 364 ED 012 135
Publ. Date 65 58p.
Pre-Cane Mobility and Orientation Skills for the Blind.
Michigan School For The Blind, Lansing
Michigan State Dept. Of Educ., Lansing
EDRS Price 0.50;2.40

Descriptors: exceptional child education; visually handicapped; curriculum; blind; travel training; curriculum guides; skills; lesson plans; children; records (forms); visually handicapped mobility; visually handicapped orientation; elementary grades; skill development; learning activities; resource materials

Units, activities, lesson plans, and resource materials to help elementary teachers reinforce instruction in basic pre-cane mobility and orientation skills are presented. Appendixes include definition of terms, orientation and mobility check list with teacher instructions, suggestions for guiding blind individuals, suggested summer activities in orientation, and mobility skills for primary and intermediate blind children. A 97-item bibliograhy is included, along with lists of instructional manuals and records. (CG)

ABSTRACT 10096

EC 000 385 ED 011 428
Publ. Date 67
Schattner, Regina
Creative Dramatics for Handicapped Children.
EDRS Price 0

Descriptors: exceptional child education; language arts; dramatic play; creative dramatics; handicapped children; music activities; teaching guides; enrichment; enrichment activities; dramatics

By providing instructions and sample scripts, the author shows teachers how to broaden the environment of handicapped children through dramatic play. Techniques of play planning, materials, adaptations for handicapped children, play organization, and play presentation are discussed. Nine play scripts and four musical reviews developed by handicapped children are included. A listing of suggested resources includes songbooks, music books, records, and rhymes and poetry. This document is available from John Day Co., New York, New York, for $4.50. (JA)

ABSTRACT 10292

EC 001 020 ED 017 098
Publ. Date 67
Bernstein, Bebe
Everyday Problems and the Child with Learning Difficulties.
EDRS Price 0

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; curriculum guides; problem solving; self care skills; concept teaching

The problems that daily living may present to children who experience learning difficulties are discussed, and the need for the teacher to survey the experimental background of his class and to develop a method for dealing with the children's problems is described. Problems that merit attention include those which will be met in life activities and that hamper the ability to function independently. The environmental problems explored in this book are categorized three ways--as situation problems, as concept problems, and as applied information problems. The author suggests a methodology which stresses teacher preparation, steps in lesson development, meaningful vocabulary, concrete learning aids, additional activities, and visual aids. Thirty-eight problems, their delineations, and suggested solutions constitute the bulk of the book. In each case the problem is stated and the following points are presented in outline form--materials, method, solution, learning aids and environmental vocabulary, related problems, teacher directions, and suggested activities. Examples of the 25 situation problems are how to open a can or jar, which tool would you use, and why paint things. Seven concept problems include such questions as what do colors mean and what do arrows tell you to do. Representative of the six applied information problems are what should you know about yourself in an emergency and how do you send for things or find your favorite radio or television program. A final section suggests additional topics or problems that may lead to further exploration. This document was published by the John Day Company, Inc., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (DF)

ABSTRACT 10338

EC 000 569 ED 012 995
Publ. Date 66 128p.
Gibbony, Hazel L.
Enrichment--Classroom Challenge.
Ohio State Dept. Of Education, Columbus
EDRS Price 0.75;5.20

Descriptors: exceptional child education; curriculum; gifted; enrichment activities; teaching guides; elementary grades; secondary sciences; social studies; english; latin; instructional media; community resources; Columbus

This manual contains suggestions for enrichment in language arts, social studies, science, arithmetic, foreign languages, art, and music at the elementary level and in English, social studies, science, mathematics, modern languages and Latin, art, and music at the secondary level. Additional sections include information on the use of community resources, sources for pen pals, instructional media, and the library. Activities are designed for individuals, small groups, and entire classes. The manual may be used by regular teachers, teachers of the gifted, and students. More than 50 bibliographic items are listed. (RM)

ABSTRACT 10359

EC 000 726 ED 015 579
Publ. Date 65
Ginglend, David R; Stiles, Winifred E.
Music Activities for Retarded Children, a Handbook for Teachers and Parents.
EDRS Price 0

Descriptors: exceptional child education; curriculum; mentally handicapped; music; music education; teaching guides; applied music; children; dance; educable mentally handicapped; instructional materials; music activities; singing; trainable mentally handicapped

Designed to assist in the initiation of a developmental beginning music program for mentally retarded or young normal children, this handbook has grouped all songs under 12 themes of importance for children--(1) All About Me, (2) Listen, (3) Ten Little Fingers, (4) I Can--Can You, (5) Holidays Are Happy Days, (6) Things to Learn, (7) Let's Make Music, (8) Now Let's Play, (5) Quiet Time, (10) Let's Pretend, (11) Just for Fun, and (12) Come to the Party. Several simple folk dances are presented. Other musical activities, such as using a record player, autoharp, and percussion instruments, are described. Supplementary materials (books, recordings, and instruments) are listed. This document was published by Abingdon Press, Nashville, Tennessee, and is available for $3.50. (UM)

ABSTRACT 10361

EC 000 728 ED 015 580
Publ. Date 65
Bernstein, Bebe
Readiness and Reading for the Retarded Child.
EDRS Price 0

Descriptors: exceptional child education; mentally handicapped; teaching methods; reading; readiness (mental); educable mentally handicapped; teaching guides; reading instruction; curriculum guides; beginning reading; children; classroom environment; curriculum; enrichment activities; instructional materials; learning activities; lesson plans; primary education; primary grades; reading development; reading materials; reading programs; reading readiness; teaching procedures; workbooks

Designed to accompany two workbooks, this teacher's book and manual presents a functional approach to readiness and reading for young educable retarded children. The workbooks themselves offer preparatory activities for

children at the readiness level and sequential activities and materials for those at the beginning reading stage. The teacher's book supplies background material for both workbooks, deals with a favorable classroom atmosphere, and includes the contents of both workbooks. The theme of the workbooks centers around the home providing meaningful material to the child. The topics considered are Family Health and Hygiene, Eating Habits and Food, Recreation in the Home, Living in a House, Safety in the Home, Care of Clothes, and Manners and Courtesy. An explanation of the construction of the reading materials presented in the workbooks gives general and specific directions to the teacher. The recommended method (general considerations, directions for the actual lessons, and suggested application of the lessons) is presented. In considering the implementation of the theme, the book outlines the objectives, includes topic lesson sheets, suggests enrichment experiences and activities, and lists related references and materials. A discussion of classroom management is included. The vocabulary and concepts related to each topic area for the reading group are listed. This document was published by the John Day Co., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (MY)

ABSTRACT 10491

EC 000 563 ED 014 172
Publ. Date 66 235p.
A Design for Daily Living. Curriculum Guide for Children and Youth with Intellectual Disabilities.
Duval County Schs., Jacksonville, Fla.
EDRS Price 1.00;9.48

Descriptors: exceptional child education; mentally handicapped; vocational education; curriculum guides; educable mentally handicapped; handicapped; prevocational education; secondary grades; social studies; units of study (subject fields); consumer education

Secondary level curriculum is based on occupational education and covers the topics of consumers in the trading area (grade 7), jobs in the trading area (grades 8 and 9), occupational readiness (grade 10), family and community living (grade 11), and the worker as a citizen (grade 12). Within each topic area, units are structured around problems for which suggested activities, suggested vocabulary, related skills, and instructional materials are outlined. The appendix provides supplementary materials such as weekly and yearly planning charts, job analysis schedule form, outline of the program at Duval County School, and an outline of job areas in Duval County, based on records of employment of former students. (MY)

ABSTRACT 10617

EC 002 668 ED 024 176
Publ. Date (67) 107p.
Meyen, Edward L.; Carr, Donald L.
The Newspaper. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.
Iowa State Department Of Education, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-2

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; language arts; educable mentally handicapped; curriculum guides; instructional materials; vocabulary; learning activities; newspapers; lesson plans; current events; core curriculum; communication skills; mass media

Supplementing language arts for the educable mentally handicapped, the guide provides a representative unit on newspapers with core area activities, vocabulary, and 33 lesson plans. Subtopics include community orientation, occupations, leisure time and recreation, weather, local history, money management, homemaking and home repair, transportation, social issues, place relationships, famous personalities, safety, and health. For each unit, objectives, activities, and resource materials are specified. Following the unit are a glossary of terms, a bibliography for teacher resources and reference, a bibliography and a supplemental reading list for students, and a list of films and filmstrips. Forms for teacher evaluation of the guide are included. (LE)

ABSTRACT 10618

EC 002 699 ED 024 177
Publ. Date Feb 68 123p.
Meyen, Edward L.; Carr, Donald L.
Law and Authority, An Essential Part of the Social Studies Program for the Educable Mentally Retarded (Awareness, Knowledge, Respect, Observance, Enforcement). Inservice Training Materials for Teachers of the Educable Mentally Retarded.
Iowa State Department Of Education, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-3

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; social studies; educable mentally handicapped; curriculum guides; safety education; law enforcement; laws; instructional materials; vocabulary; learning activities; lesson plans; core curriculum

Designed for inservice training, the guide provides basic information from which teachers of the educable mentally retarded can develop their own instructional program in social studies. The focus is on developing respect for law and authority. Suggestions are made for both incidental and systematic teaching. Three starter units for teaching law and order to the educable mentally retarded treat safety for the primary age level, bike riding for the intermediate age level, and understanding the law for the advanced level. Each unit includes the following: selection of unit; sub-units; general objectives; core area activities; resource materials; vocabulary; and lesson plans consisting of objectives, activities, resource materials, and an experience chart. The appendix provides 31 pages of sketches for use on bulletin boards or for making overhead projector transparencies. Forms for teacher evaluation of the guide are included. (LE)

ABSTRACT 10619

EC 002 670 ED 024 178
Publ. Date (67) 131p.
Meyen, Edward L.; Carr, Donald L.
Homemaking for the Educable Mentally Retarded Girl. In-Service Training Materials for Teachers of the Educable Mentally Retarded.
Iowa State Department Of Education, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-4

Descriptors: exceptional child education; mentally handicapped; homemaking education; curriculum; consumer education; teaching methods; instructional materials; curriculum guides; educable mentally handicapped; money management; clothing instruction; foods instruction; nutrition; child care; personality; self care skills; hygiene

Designed for use with educable mentally handicapped girls, the guide stresses the importance of certain homemaking areas. They include grooming and personality, home management, foods and nutrition, clothing, and child care. For each area, an outline of suggested content is provided, specifying sub-units, general objectives, and activities. Sample lessons, additional resource materials, and a list of films and filmstrips are also included for each area. Sixty-one references and additional general resources are listed. Forms are provided for teacher evaluation of the guide. (LE)

ABSTRACT 10620

EC 002 671 ED 024 179
Publ. Date (66) 220p.
Meyen, Edward L.; Carr, Donald L.
Science. In-Service Training Materials for Teachers of the Educable Mentally Retarded.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa

Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-5

Descriptors: exceptional child education; mentally handicapped; curriculum; sciences; curriculum guides; educable mentally handicapped; primary grades; intermediate grades; junior high schools; senior high schools; lesson plans; earth science; animal science; plant science; physical sciences; biological sciences; astronomy; spiral curriculum

Developed for the educable mentally retarded, this spiral program of science instruction presents its subjects on several levels for advanced study and reinforcement. Subjects covered are animals, plants, weather and seasons, earth and earth components, the universe, forces, and the human being. Guides for the primary, intermediate, junior high, and senior high levels include general objectives, activities, and sample experiences. A complete starter unit is included for the first three levels on pets, the senses, and the weather. Suggested resource materials are listed for all levels; forms are included for teacher evaluation of the material. (LE)

ABSTRACT 10628

EC 002 860 ED 024 188
Publ. Date 05 Jan 68 75p.
Child Welfare League of America Preliminary Statement on Social Work Service for Children in Their Own Homes. A Document in the Child Welfare League of America Standards Series.
Child Welfare League Of America, New York, New York
Ittleson Family Foundation, New York, New York
EDRS not available
Child Welfare League Of America, Inc., 44 East 23rd Street, New York, New York 10010 (OH-11, $1.50).

Descriptors: exceptional child services; program planning; administration; community programs; family (sociological unit); social agencies; social work; parent child relationship; special services; home programs; family environment; standards; welfare services; shared services; community involvement; administrative organization

Published as a preliminary statement, rather than as standards, the document outlines the development of social work service for children in their own homes and provides a definition of the service. Further information is presented on social work practice in providing the service, and on intake, continuing services for parents, working with the child, and use of other services and resources. The following are also detailed: organization and administration of social agencies providing social work service, and community organization, all for children in their own homes. Eighty-eight references are cited. (JD)

ABSTRACT 10796

EC 002 931 ED 025 872
Publ. Date (67) 202p.
Meyen, Edward L.; Carr, Donald L.
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-6

Descriptors: exceptional child education; mentally handicapped; health; adjustment (to environment); curriculum; social attitudes; social values; educable mentally handicapped; interpersonal competence; personal growth; emotional development; physical development; social development; health education; sex education; curriculum guides

Designed for educable mentally handicapped children, these lessons on social attitudes stress sex education and also present broader coverage of information relevant to the development of social skills. The pre-primary unit, for ages 4 to 7, includes lessons on healthy body image, proper toilet habits, male and female roles, sequence of growth, respect for others, and good self-image. Social development, growth, differences in people, understanding negative feelings, and human reproduction are covered in the primary section, for ages 7 to 9. The intermediate section, for ages 9 to 13, treats embryo and fetal development, social and physical development, and emotional and physical aspects of sexual maturation. For the advanced section, intended for ages 14 and over, blocks are given on personality, heredity, environment, basic needs, and emotions; adults, authority, the peer group, dating, premarital sexual relations, venereal diseases, smoking, alcohol, drugs, and sexual deviants; and marriage and family living. The lessons are illustrated and contain lists of resources materials. The guide concludes with a 75-item bibliography, a list of four kinds of instructional aids, and a list of books, pamphlets, and periodicals for suggested reading. (LE)

ABSTRACT 10916

EC 002 358 ED 026 759
Publ. Date (68) 287p.
An Experimental Guide for Special Class Mathematics; A Curriculum Guide for Teachers of the Educable Mentally Retarded.
Southeast Region Special Education Service Center, Downey, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; mathematics; teaching methods; educable mentally handicapped; curriculum guides; mathematical concepts; learning activities; mathematical vocabulary; mathematical application; practical mathematics; mathematics curriculum; mathematics instruction; resource materials

Intended for the teacher of the educable mentally retarded, the guide uses three approaches to teaching mathematics: the systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic, and the incidental application of learned skills to current experiences. Structured by developmental rather than grade levels, the guide organizes developing quantitative concepts (level 1), learning the basic processes (level 2), applying the basic processes in solving realistic, practical problems (level 3), and relating mathematical knowledge to independent adult living (level 4). At each developmental level content areas include developing a vocabulary of quantitative terms, numeration, developing the arithmetic processes, and practical application of quantitative abilities. Suggestions are given for resource materials, techniques, and activities in each area at each level. (DF)

ABSTRACT 11956

EC 003 264 ED 030 992
Publ. Date Nov 68 144p.
Planning an Arithmetic Curriculum for the Educable Mentally Retarded. Special Education Curriculum Development Center, an In-Service Training Program.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-7

Descriptors: exceptional child education; mentally handicapped; curriculum; mathematics; teaching methods; mathematical models; mathematical concepts; mathematical applications; time; practical mathematics; elementary school students; secondary school students; money management; sequential learning; educable mentally handicapped; curriculum guides

The guide, intended as a model for teachers who will develop their own arithmetic curriculum materials, introduces concepts sequentially from simple to complex and continues them from one level to the next at increasingly more difficult and abstract levels. The program is arbitrarily cut into four levels to correspond to school divisions: primary (ages 6 to 9), intermediate (ages 9 to 12), junior high (ages 12 to 14), and senior high (ages 14 to adulthood) which is oriented to job requirements and money management. It presents concepts or skills to be developed, suggests teaching methods and aids, and indicates practical ways for students to use

these concepts and skills. Three sample units present 10 to 14 lessons on the personal approach to numbers (primary level), time (intermediate level), and checking account procedures (senior high level). (LE)

ABSTRACT 11978

EC 003 952 ED 031 010
Publ. Date 69 256p.
Stark, Edward S., Ed.
Special Education; A Curriculum Guide.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($13.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; physically handicapped; curriculum guides; trainable mentally handicapped; educable mentally handicapped; minimally brain injured; self care skills; perceptual development; work study programs; sheltered workshops; sensory training; language arts; arithmetic; health; safety; social studies; sciences; vocational education; ancillary services

Curriculum guides, some primarily outlines, others largely comments, are presented for three areas of exceptionality. Those for the mentally retarded include guides for the educable on the preprimary, primary, intermediate, and junior high school levels, and in the work study program and the sheltered workshop; a guide for the trainable retarded is also provided. Guides for the brain injured treat the elementary and junior high level; a guide describes a curriculum for the severely physically handicapped. A discussion of rounding out the curriculum is included. (JD)

ABSTRACT 20168

EC 004 005 ED 031 836
Publ. Date 68 111p.
Lindsay, Zaidee
Art is for All; Arts and Crafts for Less Able Children.
EDRS not available
Taplinger Publishing Company, Inc., 29 East 10th Street, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; art; mentally handicapped; painting; art activities; sculpture; printing; handicrafts; theater arts; educable mentally handicapped; slow learners; art materials; paper (material); sewing instruction

Art activities for educationally subnormal children are presented in the areas of painting, carving, printing, paper construction, mosaics, collages, paper and wire sculpture, embroidery, and a puppet theatre. Seventy-two illustrations provide examples of students' work for each area; suggestions for teachers are included. (RD)

ABSTRACT 20233

EC 003 445 ED N.A.
Publ. Date 67 267p.
Goldstein, Herbert
The Illinois Plan for Special Education of Exceptional Children; A Curriculum Guide for Teachers of the Educable Mentally Handicapped.
Illinois University, Urbana, Institute Of Research For Exceptional Children;
Illinois State Office Of Public Instruction, Springfield, Division For The Education Of Exceptional Children
EDRS not available
The Interstate Printers And Publishers, Inc., 19 N. Jackson Street, Danville, Illinois 61832.

Descriptors: exceptional child education; mentally handicapped; instructional materials; administration; curriculum guides; educable mentally handicapped; state programs; Illinois

Educational goals for the educable mentally handicapped are discussed and primary and secondary characteristics of educable students are described. Curriculum units are presented for primary, intermediate, and advanced levels. A life functions section includes units on citizenship, communicating, home and family, leisure time, management of materials and money, occupational adequacy, physical and mental health, safety, social adjustment, and travel. For each unit, objectives and motivating activities are stated as well as correlations with language arts, arithmetic, unit activities, and fine and practical arts. Units on areas of knowledge include arithmetic, fine arts, language arts, physical education, practical arts, science, and social relationships. Each specifies objectives, areas or stages of development, source materials, and teacher references. Procedures in the organization and administration of special classes are also considered, including integration, evaluation, daily schedule, and supplies and equipment. (LE)

ABSTRACT 20885

EC 003 907 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities.
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 20958

EC 004 563 ED 033 498
Publ. Date Aug 69 83p.
Art Integration: a Teaching Program for the Mentally Retarded.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; art; core curriculum; teaching methods; art materials; art activities; teaching methods; handicrafts; instructional materials

To aid the teacher of the mentally retarded in integrating art into other subject areas, two sample projects and two five-lesson units with core activities, one on clothing and one on the state of Iowa, are presented. In addition, suggestions for teachers are listed along with the expectations of normal children and the basics of good art. Directions are given for the use of the media of clay, fingerpaint, watercolor, tempera, crayon, paper, and other materials; craft projects and ideas for core area activities are proposed. Appendixes list art materials, supply and equipment companies, and books for both teachers and children. (JD)

ABSTRACT 21954

EC 004 974 ED 036 933
Publ. Date Nov 69 208p.
Music for the EMR: Teacher's Handbook.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; music; teaching methods; singing; educable mentally handicapped; musical instruments; music activities; audiovisual aids; curriculum guides

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp, and planning listening activities. Over three-fourths of the handbook consists of singing activities for primary and intermediate and secondary levels including goals, songs of different types, and teaching methods. Appendixes list over 50 recordings, books, and audiovisual aids. (JD)

ABSTRACT 21997

EC 004 848 ED 036 010
Publ. Date 68 174p.
Guidelines for Program Development, Special Education, Volume III.
Texas Education Agency, Austin
EDRS mf,hc
B-673

Descriptors: exceptional child education; learning disabilities; curriculum; state programs; minimally brain injured; program administration; vocational education; language arts; mathematics; sciences; social studies; creative activities; motor development; perceptual development; language development; individual development; educational methods; parent teacher conferences; behavior patterns; student evaluation; Texas

The Texas public school program for the minimally brain injured is outlined; guidelines are provided for screening, identifying, and evaluating the brain injured. The development of interpersonal relationships is described, with suggestions given for establishing behavioral controls and for conducting parent conferences and counseling; the structuring of the classroom is explained. Over one half of the document details the curriculum for the following: developmental areas, including motor, perception, language, and social and emotional development; academic areas, including five communicative arts, arithmetic, science, and social studies; and creative areas, including arts and crafts, dramatics and creative play, and music. The vocational program is also surveyed. Evaluation of the guidelines is discussed; 128 professional references, including tests and reading programs, are listed. Appendixes provide definitions of the brain injured child, forms used in the Texas program, and lists of suggested equipment, materials, and supplies. (JD)

ABSTRACT 21998

EC 004 852 ED 036 001
Publ. Date 69 241p.
Hennigan, Pecolia K., Comp.
Curriculum Guide: Primary-Intermediate.
Charlotte-Mecklenburg Schools, Charlotte, North Carolina
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; primary education; intermediate grades; language arts; reading; arithmetic curriculum; social studies; science curriculum; health education; art education; handwriting instruction; spelling instruction; lesson plans; instructional materials; word lists; learning activities; Charlotte; North Carolina

Described as a working plan to assist elementary special education teachers in programing, the guide is prefaced by discussions of the philosophy of special education and the goals and characteristics of the educable mentally handicapped. The curriculum areas covered are language arts and the primary studies of language arts, reading, arithmetic, social studies, science, health and science, and art. The intermediate level of each area is also included with the addition of handwriting and spelling The expected achievements in both ranges are indicated, and appendixes of the Dolch Basic Sight Vocabulary, signs, sample lesson plans, films, and a bibliography are provided. (JM)

ABSTRACT 21999

EC 004 853 ED 036 012
Publ. Date 69 230p.
Alston, Ray, Comp.; Moody, Florence, Comp.
Curriculum Guide: Junior-Senior High School.
Charlotte-Mecklenburg Schools, Charlotte, North Carolina
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; mentally handicapped; junior high school students; high school students; lesson plans; language arts; reading; arithmetic curriculum; social studies; science curriculum; health education; vocational education; prevocational education; instructional materials; word lists; learning activities; Charlotte; North Carolina

A continuation of the primary guide (EC 004 852E), the curriculum guide for junior high and high school is introduced by a philosophy of special education and the characteristics and goals of the educable mentally handicapped. The curriculum areas for junior high include the language arts of listening, speaking, handwriting, spelling, and grammar, reading, arithmetic, social studies, science and health, and prevocational training. The same basic courses are covered for high school level courses with the addition of vocational information. The expected achievements of both groups are outlined, and the Dolch Basic Word List, sample lesson plans, graduation requirements, film lists, and a bibliography are appended. (JM)

ABSTRACT 22511

EC 003 675 ED 038 781
Publ. Date Aug 67 237p.
Curriculum Guide for Teachers of Trainable Retarded Children.
Missouri State Department Of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; trainable mentally handicapped; instructional materials; learning activities; self care skills; health education; social development; safety education; sensory training; perceptual development; language development; physical development; creative development; academic education; family life education; vocational education

Curriculum for the trainable mentally handicapped is developed on the primary, intermediate, and young adult levels. Units treat self care and personal health, interpersonal relations, safety education, and sensory and perceptual training. Additional units cover language, physical, and creative development as well as functional academics, home living, and vocational preparation. (JD)

ABSTRACT 22717

EC 005 564 ED 039 659
Publ. Date Apr 70 158p.
Language Development Activities for the Educable Mentally Retarded.
Iowa University, Iowa City, Special Education Curriculum Development Center

Iowa State Department Of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; language arts; educable mentally handicapped; listening; handwriting; oral expression; composition (literary); language development; learning activities; teaching methods; language skills; instructional materials

Language development activities for the educable mentally handicapped are explained. Lessons are presented for units in listening, oral expression, handwriting, and written expression. All lessons delineate scope, instructional objective, level, activity, resource materials, and variations. Additional activities and equipment are listed. Also, experiences conducive to language are described and means of integrating language into the curriculum are considered. Materials for each unit are appended. (JD)

ABSTRACT 23577

EC 006 167 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handi-

capped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

ABSTRACT 30035

EC 03 0035 ED 043 160
Publ. Date 70 283p.
Blessing, Kenneth R., Ed.

A Persisting Life Needs Approach to a Curriculum for the Educable Mentally Retarded.
Wisconsin State Department Of Public Instruction, Madison, Division For Handicapped Children
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-594149-70
Wisconsin Department Of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702 ($2.00).

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; resource guides; teaching guides; state programs; state curriculum guides; interpersonal competence; self care skills; adjustment (to environment); Wisconsin

The objectives and perspective for a program with the educable mentally handicapped are presented in the Wisconsin curriculum guide. The described concepts and activities revolve around 12 Persisting Life Situations which include communicating ideas, understanding one's self and others, traveling, adjustment to various situations, health care, safety concerns, earning money, homemaking, money management, use of leisure time, appreciation of arts and beauty, and civic responsibilities. For each of the 12 situations, separate objectives and activities are suggested for primary, intermediate, and secondary levels. Approaches to learning and behavior development are discussed with implications toward programing and curriculum. The appendix treats the use of prescriptive teaching with the educable mentally handicapped and offers instructional activities in the area of psycholinguistics. A handbook which accompanies the manual is available as EC 030 036. (RD)

ABSTRACT 30036

EC 03 0036 ED 043 161
Publ. Date Mar 70 25p.
Contrucci, Victor J. And Others

Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded.
Wisconsin State Department Of Public Instruction, Madison, Division For Handicapped Children
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc
OEG-594149-70
Wisconsin Department Of Public Instruction, Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702 ($0.50).

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; unit plan; resource guides; teaching guides; curriculum; state programs; state curriculum guides; Wisconsin

Designed to accompany the Wisconsin State Curriculum for educable mentally retarded (EC 030 035), the handbook offers suggestions for implementation of the 12 Persisting Life Situations reflecting the general objectives of the state curriculum. Guidelines for preparing teaching units and resource guides, and for utilizing the Curriculum Accounting Teacher Sheet (CATS) are also provided. Appendixes contain a unit format and sample sheets of CATS. (RD)

ABSTRACT 30057

EC 03 0057 ED N.A.
Publ. Date 68 154p.
Kopp, Harriet G., Ed.
Curriculum: Cognition and Content. A Monograph.
EDRS not available
Volta Review; V70 N6 P1-154 Sep 1968

Descriptors: exceptional child education; aurally handicapped; curriculum; learning theories; computer assisted instruction; instructional media; libraries; operant conditioning

Articles from the September 1968 special issue of the Volta Review are reprinted in this volume. Curriculum for the deaf is treated in articles on natural science, social science, mathematics, learning theory, resources (including library resources and educational media), art, language, and social and physical development. (MS)

ABSTRACT 30062

EC 03 0062 ED N.A.
Publ. Date 68 115p.
Martinson, Ruth A.
Curriculum Enrichment for the Gifted in the Primary Grades.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95).

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment

Written for teachers of young elementary gifted students, the book provides a basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

ABSTRACT 30133

EC 03 0133 ED N.A.
Publ. Date 68 40p.
Loomis, Chester
An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; educable mentally handicapped; curriculum guides; adolescents

Curriculum suggestions are made for educable mentally retarded visually handicapped adolescents. Both academic and living areas are covered. Basic considerations in planning and developing curriculum are set forth. (JD)

ABSTRACT 30146

EC 03 0146 ED N.A.
Publ. Date 69 165p.
Consumer Education Grades K Through 12.
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
Educational Media Corporation, 600 Bedford Road, Pleasantville, New York 10570.

Descriptors: exceptional child education; aurally handicapped; consumer education; curriculum guides

An orientation and overview are given to consumer education for the deaf. Outlines and sample units are included for kindergarten to grade 3, grades 4 to 6, 7 to 9, and 10 to 12. Sample units suggest procedures, references, and materials. (JD)

ABSTRACT 30147

EC 03 0147 ED N.A.
Publ. Date 69 88p.
Sex Education Grades K Through 12.
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
Educational Media Corporation, 600 Bedford Road, Pleasantville, New York 10570.

Descriptors: exceptional child education; aurally handicapped; sex education; curriculum guides

Presented is a curriculum guide for sex education for deaf children in kindergarten through grade 12. Outlines and sample units are provided as well as a general orientation and overview of the subject area and its objectives. (JD)

ABSTRACT 30150

EC 03 0150 ED N.A.
Publ. Date 69 92p.
Mathematics--High School: Training Manual.
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
Educational Media Corporation, 600 Bedford Road, Pleasantville, New York 10570.

Descriptors: exceptional child education; aurally handicapped; mathematics; high school curriculum; curriculum guides; algebra; geometry; secondary school mathematics; mathematics curriculum; mathematics instruction

The curriculum guide on mathematics for deaf high school students was developed by the Workshop for Improving Instruction for the Deaf, whose purpose was to study and revise mathematics curricula to determine how film materials can effectively be related to mathematics study. The guide contains an explanation of objectives and procedures for accomplishing them, suggestions for implementation of each area in the total curriculum, broad and detailed outlines which include coverage of basic concepts, and sample units. The samples are single units of each area from the master outlines, and include concepts and skills, activities, materials, correlation, evaluation procedures, resource materials, and teacher's bibliography. The sample units are for Algebra I, Algebra II, and Geometry. The selected bibliography includes recommended texts, teacher reference books, films and filmstrips recommended, and transparencies. (KW)

ABSTRACT 30151

EC 03 0151 ED N.A.
Publ. Date 69 110p.
Mathematics--Junior High: Training Manual.
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
Educational Media Corporation, 600 Bedford Road, Pleasantville, New York 10570.

Descriptors: exceptional child education; aurally handicapped; mathematics; junior high schools; curriculum guides; secondary school mathematics; mathematics curriculum; mathematics instruction

Presented is a curriculum guide on mathematics for junior high level which resulted from the Workshop for Improving Instruction for the Deaf (the purpose of which was to study and up-date mathematics curricula to determine how film materials can be effectively related to this subject field). The guide contains objectives for each area and procedures for attaining objectives, suggestions for implementation of each area in the total curriculum, a broad and a detailed outline of each area, and sample units for grades 7 and 8 and General Mathematics. The appendix includes a rationale for evaluating understanding and achievement of deaf students in junior high school mathematics. (KW)

ABSTRACT 30152

EC 03 0152 ED N.A.
Publ. Date 69 62p.
Mathematics--Grades 4 Through 6: Training Manual.
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
Educational Media Corporation, 600 Bedford Road, Pleasantville, New York 10570.

Descriptors: exceptional child education; aurally handicapped; mathematics; elementary school curriculum; curriculum guides; mathematics curriculum; mathematics instruction

The curriculum guide on mathematics for deaf students in grades 4-6 contains an overview of mathematics content for those grades and detailed outlines. Sample units on liquid measures for grade 4, bases for grade 5, and graphs for grade 6 are given. Each sample unit includes objectives, outline, suggestions for introduction and motivation, concepts and skills, activities, materials, correlation, and evaluation. A selected bibliography lists textbooks, teacher reference books, children's books, and enrichment materials. (KW)

ABSTRACT 30211

EC 03 0211 ED N.A.
Publ. Date 66 317p.
Engelmann, Siegfried; Engelmann, Therese
Give Your Child a Superior Mind.
EDRS not available
Simon And Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($6.50).

Descriptors: early childhood education; preschool education; teaching methods; curriculum; learning processes; intellectual development; parent role

Written to assist parents who are uncertain about how to best help their preschool children develop and learn, the text first discusses some famous child prodigies. The learning process is explained and 18 specific suggestions for teaching are provided. Preschool curriculum concepts are divided into age range groups from birth to five years. Teaching methods are described for each concept and materials and games are suggested. (RJ)

ABSTRACT 30235

EC 03 0235 ED N.A.
Publ. Date 68 39p.
Evans, James R.; Apffel, James
Educational Procedures for the Trainable Mentally Retarded: Past, Present, and Potential. IMRID Papers and Reports, Volume V, No. 1.
George Peabody College For Teachers, Nashville, Tennessee, Institute On Mental Retardation And Intellectual Development
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS not available
Peabody College Bookstore, George Peabody College For Teachers, Nashville, Tennessee 37203.

Descriptors: exceptional child education; trainable mentally handicapped; curriculum; historical reviews; child care; educational methods; mentally handicapped

The history of the care of the trainable mentally handicapped (TMH) and of educational provisions for them is traced. Current curriculums for TMH children are discussed in terms of educational goals, curriculum content, educational procedures, effectiveness of special classes and programs, general and individual goals, content, techniques and procedures, and evaluation. A model of a comprehensive experimental curriculum for TMH's is outlined. Included is a list of general reference books on the TMH, indicating the topics emphasized in each book, and a list of references. (KW)

ABSTRACT 30315

EC 03 0315 ED N.A.
Publ. Date Oct 70 7p.
Wheeler, Jane G.
Teaching the Concept of the Diagonal During Handwriting Lessons for the Congenitally Blind.
EDRS not available
New Outlook For The Blind; V64 N8 P249-55 Oct 1970

Descriptors: exceptional child education; visually handicapped; handwriting instruction; graphic arts; concept teaching; handwriting skills; lesson plans; visualization

The frequent difficulty of the congenitally blind in visualizing diagonal lines is discussed in terms of teaching handwriting skills. A plan of lessons for teaching the concept of the diagonal and the basic understanding of the diagonal line is presented. (KW)

ABSTRACT 30427

EC 03 0427 ED 043 991
Publ. Date Sep 70 117p.
Napier, Grace D.; Weishahn, Mel W.
Handbook for Teachers of the Visually Handicapped.
American Printing House For The Blind, New York, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

OEG-2-6-062289-1582(60[illegible])
BR-272036

Descriptors: exceptional child education; visually handicapped; teaching methods; teaching guides; program planning; instructional materials; visually handicapped mobility; visually handicapped orientation; Elementary and Secondary Education Act Title III

Designed to aid the inexperienced teacher of the visually handicapped, the handbook examines aspects of program objectives, content, philosophy, methods, eligibility, and placement procedures. The guide to material selection provides specific information on the acquisition of Braille materials, large type materials, recorded materials, direct reader service, and sources for educational aids. Suggestions for the regular classroom teacher of a blind student include the use of resource or itinerant teacher, methods to aid the blind child in his adjustment, and the maximum use of time and circumstances. Techniques in the area of orientation and mobility are included with illustrations, and common visual impairments (such as glaucoma, nystagmus, and retrolental fibroplasia) are described. Sample forms and a bibliography concerning education of the visually handicapped are included. (RD)

ABSTRACT 30519

EC 03 0519 ED N.A.
Publ. Date (69) 65p.
Braaten, June; Lee, Isabel
Swimming Program for the Trainable Retarded. Guides 1-3.
Canadian Association For The Mentally Retarded, Toronto, Ontario
EDRS not available
Canadian Association For The Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; swimming; program guides; program planning; teaching methods; records (forms); staff role; curriculum guides; instructional programs; program administration

Three manuals provide information about planning a swimming program for the trainable mentally handicapped. Guide One assists in planning the organization and administration of the program, including committee personnel, facilities and equipment, staff and their qualifications, transportation, public relations, and finance. Sample forms are provided. Guide Two provides information on conducting the program in terms of staff duties and orientation, instructional program and teaching suggestions, and recording progress. An outline of the pilot project is appended. Guide Three considers aspects of testing and recognition, such as awards, required materials, securing examiners, and sample test sheets and explanations. The packet also includes a report card and award booklets. (MS)

ABSTRACT 30581

EC 03 0581 ED N.A.
Publ. Date 64 376p
Montessori, Maria
The Montessori Method.
EDRS not available
Schocken Books, 67 Park Avenue, New York, New York 10016 ($1.95).

Descriptors: exceptional child education; social development; discipline; sensory experience; educational methods; motor development; language instruction; arithmetic; lesson plans; nutrition; Montessori Method

As one of the early presentations of the Montessori Method, the author discusses the influence of modern science upon teaching, the necessity of establishing a method peculiar to experimental teaching, and the development of such a method as a result of the author's experience in Children's Houses. The methodology is discussed in great detail covering discipline, lesson structure, socialization, nutrition, motor development, nature in education, handicrafts and manual labor, sensory and intellectual education, teaching of reading and writing, didactic material used, language, arithmetic and sequence of exercises. A general review of discipline is given along with the author's own conclusions and impressions. (CD)

ABSTRACT 30599

EC 03 0599 ED 044 841
Publ. Date 70 98p.
White, Herman K., Ed., And Others
Curriculum Adaptations for Teaching Handicapped Youth: Prevocational E.M.R. Group.
Mississippi State Department Of Education, Jackson, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; junior high school students; prevocational education

Designed for use by teachers of educable retarded students of junior high school age, the curriculum outline provides suggested objectives, activities, and materials in the academic areas of language arts, arithmetic, social studies, science, health and safety, arts and crafts, music, and physical education. Related bibliographies are also included. (RD)

ABSTRACT 30674

EC 03 0674 ED N.A.
Publ. Date 69 396p.
Engelmann, Siegfried
Preventing Failure in the Primary Grades.
EDRS not available
Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Descriptors: exceptional child education; teaching methods; teaching guides; teacher developed materials; basic skills; task analysis; reading skills; mathematics; class management; primary grades; prevention

Designed expressly for the teacher, the book details a catch-up program for the child seriously behind in basic reading and arithmetic skills. Causes of failure are discussed, and teaching and classroom management techniques are presented. Reading and arithmetic tasks, for the beginner and more advanced child, are described. The author emphasizes the fact that the tasks are designed for children who have not mastered the basic skills, whatever their age or work level. (CD)

ABSTRACT 30707

EC 03 0707 ED N.A.
Publ. Date 69 130p.
Taylor, Z. Ann; Sherrill, Claudine
A Health-Centered Core Curriculum for Educationally Handicapped Children.
EDRS not available
Peek Publications, 4067 Transport Street, Palo Alto, California 94303 ($3.25).

Descriptors: exceptional child education; educationally disadvantaged; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; perceptually handicapped; perceptual motor coordination; curriculum guides; health education; safety education; student evaluation; core curriculum; activity units; teaching methods

The handbook presents three experience units for educationally handicapped children: personal health in relation to eating, personal health in relation to cleanliness and grooming, and indoor and outdoor safety. Activities presented have been tested and are recommended for normal children aged four to seven, educable mentally handicapped children aged five to eight, trainable mentally handicapped children from age nine, and children with perceptual motor problems. Four rating scales to evaluate progress are included. Discussions are provided on curriculum planning, perceptual motor training through movement exploration, and the teaching-learning process. Appended are a parent questionnaire, health information test, and a glossary of terms. (MS)

ABSTRACT 30819

EC 03 0819 ED N.A.
Publ. Date 70 128p.
Lynch, Elizabeth; Ross, Jeanne
Speech Improvement for the Trainable Retarded: A Manual for the Classroom Teacher.
Michigan State University, East Lansing, Regional Instructional Materials Center For Handicapped Children And Youth
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
Regional Instructional Materials Center For Handicapped Children And Youth, 213 Erickson Hall, Michigan State University, East Lansing, Michigan 48823.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; teaching guides;

language instruction; elementary education; speech skills; speech improvement

Designed as a manual for the teacher of the trainable mentally retarded (TMR), the text provides lesson plans for 8-12 year old TMRs with speech problems. The lessons follow a definite plan including easily followed physical action, discrimination of gross sounds, and speech sounds. The lessons are developmental, repetitive, and short to provide for a short attention span. (CD)

ABSTRACT 30834

EC 03 0834 ED N.A.
Publ. Date 69 90p.
Hinton, Gertrude D. M.
Teaching Sex Education: A Guide for Teachers.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 ($2.00).

Descriptors: sex education; teaching guides; junior high school students; instructional media; parent teacher conferences

Designed for the classroom teacher, the text deals primarily with sex education in grades six, seven, and eight. The methods suggested have proven effective in the classroom. Sample lesson plans, student and parent questionnaires, and evaluation forms are included. An extensive reference section containing information for the course, and a list of visual aids are also presented. Suggestions for working with parents and administrators have been added. (CD)

ABSTRACT 30843

EC 03 0843 ED 044 874
Publ. Date Jul 69 41p.
Steffenberg, Mary L.
The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service. Final Report.
Brandywine Springs Junior High School, Wilmington, Delaware
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-080043-3707(010)
BR-8-13043

Descriptors: exceptional child research; educable mentally handicapped; vocational education; food service workers; educational programs; program descriptions; junior high school students; curriculum; mentally handicapped

A Food Service Laboratory Project was initiated at a junior high school for the training, participation, and observation of educable mentally retarded (EMR) students. Thirty EMRs participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students, after training, were placed in jobs in a school-work experience program. Community support was elicited, placement opportunities developed, and the 14-17 year old students placed in jobs, in which some limited success was noted. Included are curriculum guides developed, equipment specifications, scales and forms used. Progress was noted in in-school retention rate, basic skill subjects, and growth and maturity of students. Recommendations for further program improvement are made. (KW)

ABSTRACT 30939

EC 03 0939 ED N.A.
Publ. Date 69 210p.
Karlin, Muriel Schoenbrun; Berger, Regina
Successful Methods for Teaching the Slow Learner.
EDRS not available
Parker Publishing Company, Inc., 1 Village Square, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; mentally handicapped; slow learners; teaching methods; class activities; identification; lesson plans; discipline; language arts; social studies; science activities; reading; mathematics; field trips; parent teacher conferences; test construction

Presented are specific, practical techniques for motivating and teaching slow learners. Characteristics of the slow learner and how to recognize him are explained. The development of daily and yearly lesson plans is discussed, as is discipline (how to control the students until they develop self-control). The suggestions, techniques, and strategies for classroom application cover instruction in the language arts, social studies, science, arithmetic, and teaching reading in every subject area. Also dealt with are how to deal effectively with parents of slow learners, group trips for educational purposes, and developing tests for slow learners. (KW)

ABSTRACT 30944

EC 03 0944 ED N.A.
Publ. Date 70 301p.
Stauffer, Russell G.
The Language-Experience Approach to the Teaching of Reading.
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: reading skills; language development; phonics; language programs; elementary education; creative development; teaching methods; teaching guides; language experience approach

Designed for the elementary school teacher, the text provides a practical and detailed account of the Language-Experience Approach to reading instruction. Phonics is taught and applied intensively from the beginning, and the syntax and semantic skill of the children is used in a communication context to facilitate word recognition and retention. The development of critical reading-thinking skills are also discussed (group instruction with interaction and individualized instruction). Extensive reading is stressed as well as creative writing (to make writing, spelling and creating functional). Special uses of the Language-Experience Approach (special education children, clinical cases, adult illiterates) are also discussed. (CD)

ABSTRACT 30945

EC 03 0945 ED N.A.
Publ. Date 70 184p.
Humphrey, James H.; Sullivan, Dorothy D.
Teaching Slow Learners Through Active Games.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; slow learners; teaching methods; teaching guides; teacher education; games; elementary education; mathematics; science activities

Designed for teachers and teacher educators the text is a discussion of the use of active games in the teaching of slow learners. The first four chapters are concerned with the identification of various types of slow learners, the theory of active game learning, research, and factors influencing learning through active games. The last three chapters consist of over 200 examples of games suitable for use in learning skills and concepts in the areas of reading, elementary school mathematics, and elementary school science. (CD)

ABSTRACT 31006

EC 03 1006 ED 046 136
Publ. Date Apr 69 161p.
Bailey, Carol D. And Others
A Curriculum Guide for Teaching the Educable Mentally Retarded: Elementary-Junior High-High School.
Oak Ridge Schools, Tennessee
EDRS mf,hc

Descriptors: exceptional child education; educable mentally retarded; curriculum guides; elementary education; secondary education; mentally handicapped

The curriculum guide suggests ideas, activities, procedures, and materials for teaching the educable mentally retarded at the elementary, junior high, and high school levels. For the elementary level, the guide covers the areas of maturational skills and concepts and social skills, reading, writing, spelling, arithmetic, social relationships (life functions, social studies, health, safety, science), art, music, and physical education. At the junior high level, the guide covers reading, English, spelling, writing, math, social studies (geography, history, economics, civics), communication and transportation, science and conservation, health, homemaking, grooming and social relationships, art, physical education, and integration in the regular school program. The curriculum for the high school level covers the same basic topic areas, with the addition of vocational preparation and the work-study program. (KW)

ABSTRACT 31107

EC 03 1107 ED N.A
Publ. Date 66 312p

Bereiter, Carl; Engelmann, Siegfried
Teaching Disadvantaged Children in the Preschool.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($9.75).

Descriptors: exceptional child education; disadvantaged youth; preschool education; teaching methods; curriculum; educational objectives; compensatory education; language development; administration; mathematics; language instruction; music; reading readiness

Teaching methods and curricula for compensatory preschool education which have been or are being tried in about 14 different classes for disadvantaged children around the country are presented. The need for a new kind of preschool for disadvantaged children is indicated. Attention is given to cultural deprivation as language deprivation, academic objectives for the preschool and an approach to achieving them, management of the preschool, basic teaching strategies, and language as a teaching instrument. Specific teaching suggestions are included in the presentation of the following aspects of the preschool program: the beginning language program, advanced language, music, arithmetic, and the reading program. The emphasis, material covered, and teaching procedures for each of these program components are explained in detail. (KW)

ABSTRACT 31142

EC 03 1142 ED N.A.
Publ. Date 68 21p.
McAfee, Moira J.; Tucker, Carlton
Food Trades--Resource Unit for Special Classes.
Houston Independent School District, Texas
EDRS not available
Houston Independent School District, Curriculum Department, Houston, Texas 77002.

Descriptors: exceptional child education; special classes; mentally handicapped; resource guides; teaching guides; vocational education; job placement; employment qualifications; food service workers

Designed as a resource unit for special classes, the bulletin presents some of the qualifications and requirements deemed necessary for kitchen and dining room employment opportunities. Each job presented is described in terms of educational requirements, health and physical requirements, duties, and working conditions. Included are teaching procedures which may be useful when each job is presented and studied. Emphasis is on cafeteria jobs. (CD)

ABSTRACT 31220

EC 03 1220 ED N.A.
Publ. Date 70 239p.
Frostig, Marianne; Maslow, Phyllis
Movement Education: Theory and Practice.
EDRS not available
Follett Publishing Company, 201 North Wells Street, Chicago, Illinois 60606.

Descriptors: exceptional child education; learning disabilities; neurologically handicapped; theories; educational psychology; teaching guides; research reviews (publications); games; resource guides; movement education; Frostig, Marianne

Designed for special educators and classroom teachers as well as students, the text discusses movement skills in relation to the total emotional, intellectual, and social development of the growing child. Descriptions of games and movement activities to promote not only motor skills but develop body awareness, perceptual skills, language, arithmetic concepts and other academic learnings are presented. The text also contains material summarizing current research on the nature of motor activities, the manner in which motor activities integrate with other activities, which clinical practices are useful with children who have neurological deficits, as well as current educational methodologies. (CD)

ABSTRACT 31252

EC 03 1252 ED 046 168
Publ. Date Nov 70 162p.
Science: A Guide for Teaching the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; educable mentally handicapped; sciences; teaching guides; science activities; guidelines; mentally handicapped; curriculum development

Presented are guidelines for planning science programs for the educable mentally retarded at four levels of difficulty: primary, intermediate, junior high, and senior high school levels. Areas of study covered at each level are animals, plants, weather and seasons, the earth, the universe, forces, human beings, and the environment. General objectives, an outline of content, resource materials, suggested experiments, initiatory and assimilating activities, and selected starter units are included. Evaluation sheets are also included. (KW)

ABSTRACT 31265

EC 03 1265 ED 046 180
Publ. Date 70 173p.
A Guide for Teachers of Educable Mentally Handicapped Children. Volume I, Primary.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; teaching guides; primary grades; mentally handicapped; resource guides; curriculum guides; agencies; organizations (groups); placement; Oklahoma

Designed for the teacher of the educable mentally handicapped, the guide presents a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is the first of three volumes (primary, intermediate, and secondary) containing introductory and theoretical chapters plus detailed suggestions for the primary curricula, and an agencies and organizations listing. Such areas as health, safety, social experiences, language arts, numbers and science experiences, arts and crafts, and games are covered. Volume 2 is available as EC 031 266. (CD)

ABSTRACT 31266

EC 03 1266 ED 046 181
Publ. Date 70 172p.
A Guide for Teachers of Educable Mentally Handicapped Children. Volume II, Intermediate.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; intermediate grades; teaching guides; curriculum guides; mentally handicapped; organizations (groups); agencies; Oklahoma

Designed for intermediate teachers of the educable mentally handicapped, the guide (Volume 2 of a three part series) presents a detailed outline of suggestions, activities and teaching aids useful in instruction. Health and safety, physical education, language arts, social experiences, numbers and science, and arts and crafts are discussed. Volume 1 is available as EC 031 265. (CD)

ABSTRACT 31267

EC 03 1267 ED 046 182
Publ. Date 70 114p.
Oklahoma Curriculum Guide for Teacher-Coordinators of Educable Mentally Handicapped Students, Grades 10-11-12. Volume IV.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; senior high school students; vocational education; mentally handicapped; resource guides; teaching

guides; teacher role; teacher developed materials; Oklahoma

Designed for teachers of educable mentally handicapped adolescents (grades 10, 11, 12), the guide provides basic resource units, outlines for each unit and duties of the teacher, and supportive materials to be used. Supervised work experience is coordinated with classroom instruction as well. The guide complements the two books of the three volume series (EC 031 265 and EC 031 266) on primary through secondary grades. (CD)

ABSTRACT 31271

EC 03 1271 ED N.A.
Publ. Date 66 102p.
Dobbs, J. P. B.
The Slow Learner and Music: A Handbook for Teachers.
EDRS not available
Oxford University Press, Inc., 200 Madison Avenue, New York, New York 10016 ($2.00).

Descriptors: exceptional child education; slow learners; music; teaching guides; teaching methods; resource guides

Designed for teachers of slow learners, the handbook describes the value of music to such children and emphasizes the significance of music in the schools. Instructional activities and methods are suggested for group singing, instrumental music, listening, and movement and dance. The relation of music to other subjects is also examined. Appendixes provide lists of general background reading, music books for teachers, song books, records, film strips, books and music for movement and dance, music publishers, and related associations. (RD)

ABSTRACT 31337

EC 03 1337 ED N.A.
Publ. Date 70 90p.
Jacobson, Ilse
Steps to Learning: A Curriculum Guide for Early Childhood Education.
EDRS not available
Mafex Associates, Inc., 111 Barron Avenue, Box 519, Johnstown, Pennsylvania 15907.

Descriptors: early childhood education; curriculum guides; preschool education; readiness (mental); program guides; teaching guides; learning activities

The curriculum guide for early childhood education which emphasizes the nonacademic concepts of socialization, language development, school adjustment, and independence presents the organization and activities of a preschool program designed by the author. The use of free play, the readiness activities program, music activities, and the arts and crafts program are described with specific exercises and materials. The teaching of self image, health and hygiene, sensory training, physical activities, and creativity exercises are also discussed. A case study of a program participant is provided, and photographs and diagrams illustrate the specific activity suggestions. (RD)

ABSTRACT 31383

EC 03 1383 ED N.A.
Publ. Date 71 194p.
Becker, Wesley C.
Parents Are Teachers.
EDRS not available
Research Press Company, P. O. Box 3327, Country Fair Station, Champaign, Illinois 61820.

Descriptors: behavior change; child rearing; parent role; behavior; reinforcers; psychology; parent child relationship; negative reinforcement; positive reinforcement; teaching guides

Designed to help parents learn to become more effective teachers of their children, the book contains a program which shows parents how to systematically use consequences, i.e., reinforcers and punishers, to teach children in positive ways. The program has been used successfully with disadvantaged parents and parents of children with special behavior problems, but is also intended to be useful to average parents. The program contains 10 units, accompanied by exercises, projects to work on various changes the parent wishes to make in himself or in his child, and forms on which to keep records of the target behavior. Units center around the principles of behavior modification and the use of positive and negative reinforcement. (KW)

ABSTRACT 31390

EC 03 1390 ED 046 194
Publ. Date Sep 68 136p.
Meyen, Edward L. And Others
A Kid in Trouble: Juveniles and the Law. Teacher's Manual.
Iowa University, Iowa City, Special Education Curriculum Development Center
Bureau Of Education For The Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; educable mentally handicapped; law enforcement; legislation; legal problems; teaching guides; curriculum; lesson plans; junior high school students; adolescents; mentally handicapped

The teacher's manual accompanies an experimental instructional program entitled A Kid in Trouble--Juveniles and the Law, which was designed in an attempt to evaluate the effectiveness of teaching specific information about the law to mentally retarded youth. The 28 sequential lessons will be evaluated in field testing in selected junior high level special education classes. The program emphasizes the development of positive attitudes and understandings of legal concepts as they relate to students--i.e., what laws are, why there are laws, how laws are enforced, legal rights of individuals and juveniles. The manual contains article reprints and letter excerpts as background reading for teachers. The materials in the field testing kit are listed and explained. The directions given to teachers include instructions for teaching lessons, and directions for student evaluation and for field testing reports. Important words for the unit are defined. The major portion of the manual is devoted to detailed plans for each daily lesson. Contained are lists of resources, teaching sequences, activities, scope of lesson, and instructional objectives. (KW)

ABSTRACT 31412

EC 03 1412 ED N.A.
Publ. Date 70 37p.
Miles, Nancy R.
Swimming Techniques for Children with Learning Disabilities.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($2.00).

Descriptors: exceptional child education; learning disabilities; swimming; teaching methods; curriculum; teaching guides

It is suggested that a pool program be an integral part of the education of children with learning disabilities. Swimming as a training technique is approached as a generalization of other activities. Some swimming problems are noted and teaching hints listed. Facets of the swimming program outlined are the child's initial experience with the water, entry into the pool, breath control, supports, leg action, arm action, and stunts. Specific teaching techniques for each phase are suggested. (KW)

ABSTRACT 31414

EC 03 1414 ED N.A.
Publ. Date 70 126p.
Monroe, Doris, Ed.
Adventures in Christian Living and Learning: A Resource Book for Use with Retarded Persons. Part II, Ages 6-10.
EDRS not available
John Knox Press, Box 1176, Richmond, Virginia 23209 ($2.50; Pupil's Packet $1.25).

Descriptors: exceptional child education; mentally handicapped; religious education; teaching guides; teaching methods; childhood; resource guides

One of a series of curriculum resources, the book is designed for teachers working with mentally retarded children aged 6-10 years. It is a teacher's guide for Christian education in a church school classroom, institutional classroom, or elsewhere. The guide contains the following four units: God, Creator of the World; Jesus Showed God's Love; My Family and Community Friends; and Easter. Each unit contains detailed suggestions for one session and outlines additional possible sessions. Specified are the unit purpose, accompanying scripture, how to develop the unit, specific teaching procedures, and resources. A pupil's packet of four pamphlets, one for each unit, is available. (KW)

ABSTRACT 31425

EC 03 1425 ED N.A.
Publ. Date 66 88p.
Davidow, Mae E.
The Abacus Made Easy.
EDRS not available
American Printing House For The Blind, P. O. Box 6085, Louisville, Kentucky 40206.

Descriptors: exceptional child education; visually handicapped; teaching guides; large type materials; mathematics; slow learners; instructional materials; Cranmer Abacus

A simplified manual for teaching the Cranmer Abacus to visually handicapped students is presented. Written in large type print, the text describes in a simple, concise manner how to add, subtract, multiply, divide, handle decimals, fractions, percent, and square root on an abacus. The author stresses the importance of studying the abacus one step at a time, making certain every step is understood. (CD)

ABSTRACT 31462

EC 03 1462 ED N.A.
Publ. Date 70 318p.
Holt, John
What Do I Do Monday?
EDRS not available
E. P. Dutton And Company, Inc., 201 Park Avenue South, New York, New York 10003 ($6.95).

Descriptors: educational philosophy; educational needs; theories; teaching guides; writing skills; reading skills; mathematics; Holt, John

The book combines John Holt's theories of education with practical, easy to use ideas and exercises in reading, writing and mathematics. The idea of learning as a growth process, a moving and expanding of the child into the world around him is emphasized. By setting out the conditions necessary for learning, the author expresses the hope that needed changes will begin to be made in the schools and school system. (CD)

ABSTRACT 31470

EC 03 1470 ED 046 205
Publ. Date 70 351p.
Carr, Dorothy B. And Others
Sequenced Instructional Programs in Physical Education for the Handicapped.
Los Angeles Unified School District, California
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; physical education; handicapped children; curriculum guides; program guides; sequential learning; skill development

The curriculum guidelines for a comprehensive physical education program consist of developmentally sequenced skills and instructional activities appropriate for handicapped children from early preschool age (18 months) through high school. Suggested activities and materials are arranged in color-coded sections on motor and movement skills, playground and recreation skills, rhythm, swimming, and physical fitness. Information provided for each activity includes level of difficulty, sequences-teaching progressions, suggestions for lesson implementation, source materials, and codes to indicate appropriateness to the handicapping condition. (RD)

ABSTRACT 31518

EC 03 1518 ED 046 438
Publ. Date Oct 70 151p.
Walden, S. Bernie And Others
Vocational Preparation: Suggestions for Teachers of the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center
EDRS mf,hc

Descriptors: exceptional child education; vocational education; curriculum guides; mentally handicapped; teaching guides; work attitudes; wages; job skills

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (RD)

ABSTRACT 31581

EC 03 1581 ED N.A.
Publ. Date 70 207p.
Teaching About Drugs: A Curriculum Guide, K-12.
American School Health Association, Kent, Ohio;
Pharmaceutical Manufacturers Association, Washington, D. C.
EDRS not available
American School Health Association, A.S.H.A. Building, P. O. Box 416, Kent, Ohio 44240 ($4.00).

Descriptors: curriculum guides; drug abuse; health education; narcotics; elementary education; secondary education; resource guides

With emphasis on the positive approaches to education in the proper use of drugs, the curriculum guide seeks to provide the necessary comprehensive (kindergarten through twelfth grade) instruction about the relation of drugs to total health. Points of emphasis precede each section to give direction for teaching at the two elementary and two adolescent levels. Suggested resource materials are intended to serve as basic references for use with the sections. The authors feel the potential of the guide can be realized best when modified according to the needs and interests of children in a given community and integrated into the regular health curriculum. (CD)

ABSTRACT 31603

EC 03 1603 ED 046 461
Publ. Date Aug 70 109p.
Vocational Education-Special Education: A Curriculum Guide for Teachers of Home Economics and Educable Mentally Retarded, Grades 7-12.
Michigan State Department Of Education, Lansing, Division Of Vocational Education
EDRS mf,hc
Proceedings Of A Vocational Education-Special Education Institute (Lansing, Michigan, June 15-19, 1970).

Descriptors: exceptional child education; educable mentally handicapped; home economics; curriculum guides; vocational education; secondary education; self care skills; family life education; social development

Resulting from the Vocational Education-Special Education Institute (a teachers' workshop held in Lansing, Michigan, June 15-19, 1970), the curriculum guide contains the purpose, philosophy, and objectives of the Institute. The following five curriculum areas are presented in color-coded sections designed for teachers of home economics and educable mentally handicapped students: social behavior and self care skills, food instruction, clothing, family relations, and housing information. Objectives, resource materials, desired concepts and attitudes, and teaching suggestions are noted for each area. (RD)

ABSTRACT 31735

EC 03 1735 ED 046 466
Publ. Date 70 205p.
Wooldridge, Lillian And Others
Techniques for Daily Living: Curriculum Guides.
Illinois Braille And Sight Saving School, Jacksonville
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; self care skills; curriculum guides; teaching guides; daily living skills

Presented are specific guides concerning techniques for daily living which were developed by the child care staff at the Illinois Braille and Sight Saving School. The guides are designed for cottage parents of the children, who may have both visual and other handicaps, and show what daily living skills are necessary and appropriate for the children at various age levels of development. Explicit directions for teaching each individual skill are given, and the coverage of daily living skills is comprehensive.

Skills in the following areas are detailed: personal needs (bathing and personal hygiene, dressing and undressing), good grooming and personal appearance, caring for personal belongings and maintaining a neat room, socializing, performing household chores, handling and eating foods, and dining out in public. (KW)

ABSTRACT 31736

EC 03 1736 ED 046 467
Publ. Date Jan 70 206p.
Allport, Marion And Others
A Course of Study and Suggestions for Curriculum Implementation: Special Classes (EMR).
Oakland Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; educational programs; educational objectives; curriculum; mentally handicapped; California

Presented is a course of study for educable mentally retarded (EMR) students at the primary, intermediate, junior high, and senior high levels. The purpose is to define in outline form the general areas of learning experiences able to promote the development of competencies appropriate to EMR students. The objectives of the instructional program, stated as Continuing Life Problems or Social Life Needs, and comprising the essential components of the program, are as follows: health in daily living; safety in daily living; understanding oneself, one's environment, and managing personal affairs; getting along with and communicating with others; rights, privileges, and responsibilities; family living; earning a living and managing money; traveling and moving about in the community; using leisure time; and participating in community life. Each of these overall objectives is subdivided into constituent elements, and attitudes, understandings, and skills to be established in each area at the various age levels are delineated. Included is a curriculum model illustrating the relationships among the pupil, special class organization, academic expectations, objectives, and teaching methods. (KW)

ABSTRACT 32004

EC 03 2004 ED N.A.
Publ. Date 68 117p.
Hainstock, Elizabeth G.
Teaching Montessori in the Home.
EDRS not available
Random House, 201 East 50th Street, New York, New York 10022 ($5.95).

Descriptors: early childhood education; parent role; mothers; parent education; preschool children; teaching methods; teaching guides; Montessori method

The handbook is intended for mothers who wish to teach their preschool children at home using the Montessori method in order to build a foundation for future learning. The life of Maria Montessori and her method are briefly described and instructions are given for creating in the home a learning environment similar to that found in Montessori schools. The major portion of the book consists of directions for approximately 50 exercises adapted from actual classroom activities for home use. Appropriate age ranges are indicated for each exercise, and some illustrations accompany the step-by-step instructions. Exercises, designed to teach the child a specific skill or fact, include practical life, early sensorial, reading and writing, and arithmetic exercises. The final chapter explains how the mother can make all the Montessori equipment used in the exercises. (KW)

ABSTRACT 32005

EC 03 2005 ED N.A.
Publ. Date 71 88p.
Cherry, Clare
Creative Movement for the Developing Child.
EDRS not available
Fearon Publishers, Inc., 6 Davis Drive, Belmont, California 94002 ($2.50).

Descriptors: motor development; perceptual motor learning; preschool education; class activities; skill development; physical activities; music; games; psychomotor skills; teaching guides; movement education

The handbook for nursery school teachers who are not musicians presents various kinds of creative movement activities appropriate for use in a preschool class. The activities are intended to develop more acute sensory perception through movement during different stages of the child's growth in order to increase his skills in areas of need. Songs, chants, suggested activities, and games included in the handbook foster development of skills in areas such as crawling, creeping, walking, running, jumping, skipping, whole body movements, kinesthetic awareness, throwing and catching, balance, space orientation, hand movement, and other sensory-motor and perceptual skills. In addition, comments are made throughout on the role of the teacher, the encouragement of creativity, and the importance of each major type of movement in which facility is sought through the use of the movement activities. (KW)

ABSTRACT 32040

EC 03 2040 ED 048 720
Publ. Date Apr 71 231p.
Walden, S. Bernie and Others
Social and Sexual Development: A Guide for Teachers of the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center;
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; sex education; teaching guides; curriculum guides; lesson plans; social development; family life education

Designed to aid teachers in the instruction of social and sex concepts for the educable mentally handicapped, the guide provides suggested lesson plans at the primary, intermediate, and advanced levels. Scope, objectives, specific teaching suggestions, and resource materials are listed for each lesson in such areas as body image, sex role perception, human reproduction, sexual attitudes and practices, hygiene, emotional development, marriage and family life, venereal disease, social situations of peer acceptance and dating, sexual deviation, drug abuse, and premarital sex relations. A related bibliography provides additional sources of information, and appendixes contain charts, bulletin board ideas, worksheets, and diagrams to accompany ideas suggested in the text. A glossary and guide evaluation form are also included. (RD)

ABSTRACT 32069

EC 03 2069 ED N.A.
Publ. Date 71 578p.
Waite, Kathleen Barnette
The Educable Mentally Retarded Child: Guidance and Curriculum.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($32.25).

Descriptors: exceptional child education; educable mentally handicapped; curriculum development; curriculum guides; counseling; teaching methods; mentally handicapped

Intended for teachers and administrators concerned with planning and organizing educational programs for educable mentally retarded (EMR) children, the book treats the development of a balanced curriculum in general and specific terms. Section 1 discusses the EMR child himself, emphasizing personality development and, particularly, guidance of EMR children, in and out of the classroom. Section 2 examines more closely education of the EMR child. Following a statement of the philosophy for special education programs and a presentation of guidelines for curriculum development, specific curriculum, materials, and teaching methods for EMR students are presented for the following seven areas: physical education, communicative skills, arithmetic competencies, social competencies, health, safety, vocational competencies, and aesthetics. Suggestions are offered to guide teachers in planning specific daily tasks and activities from the primary to high school level. Detailed for each subject at each developmental level are behavioral objectives, learning experiences, and teacher procedures to develop desired behavior. (KW)

ABSTRACT 32163

EC 03 2163 ED 049 583
Publ. Date Nov 70 77p.
Tofte, Donald and Others
Learning to Manage One's Money: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded.
Racine Unified School District No. 1, Wisconsin

Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children;
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; money management; teaching guides; resource guides; mentally handicapped; Wisconsin

The resource guide is intended to assist Wisconsin teachers in implementing the state curriculum for the educable mentally retarded in one of the persisting life needs areas--money management. A selection of teaching units dealing with learning to manage one's money and ranging from the primary through secondary level is presented. The units provide suggestions for the teaching of money management skills and attitudes appropriate for each level. Behavioral objectives, activities, and resource materials are specified for each unit. A bibliography of instructional materials related to money management is included. (KW)

ABSTRACT 32164

EC 03 2164 ED 049 584
Publ. Date 70 110p.
A Guide to Physical Education for the Mentally Retarded Using Persisting Life Situations No. 5 and 10.
Sheboygan County School for Special Education, Sheyboygan Falls, Wisconsin
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children;
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-594149
BR-00033

Descriptors: exceptional child education; mentally handicapped; physical education; curriculum development; curriculum guides; program descriptions; recreation; Wisconsin

Described is the first phase of a project concerned with the development of a program and a resource guide in the area of physical education and recreation for the mentally retarded in Wisconsin. Phase 1 consisted of a 6-week summer program to give intern physical education teachers practical teaching experience with trainable and educable mentally retarded children (N equals 58), with the intent of developing sequential curriculum guidelines composed of behavioral objectives and workable suggested activities to implement the state curriculum. Outlined is the daily program in the five areas of instruction: physical education, crafts, ceramics, music, and woodworking. Behavioral objectives are presented for 30 skills which are components of motor ability and more complex sports skills. Activities and annotated resource materials are listed for all five areas of instruction in sample unit and daily lesson plans. Expanding upon this preliminary organization of a physical education and recreation program, Phase 2 of the project will develop a comprehensive multi-year program for an entire school and publish a resource guide. (KW)

ABSTRACT 32400

EC 03 2400 ED N.A.
Publ. Date (69) 19p.
Richardson, Paul C. and Others
Aquatic Lessons for Exceptional Children.
Elwyn Institute, Pennsylvania
EDRS not available
Elwyn Institute, Baltimore Pike and Elwyn Road, Elwyn, Pennsylvania 19063 ($1.50).

Descriptors: exceptional child education; handicapped children; swimming; teaching methods; lesson plans; physical education

The instructional manual is intended as a guide for teaching personnel working with students whose disabilities require a foundation in basic aquatic skills before regular swimming instruction can be attempted. Lesson plans and exercises are presented for the various developmental stages involved in the acquisition of aquatic skills: pre-conditioning to the idea of water activities, developing functional coordinating skills on land, developing self confidence and body buoyancy associations, developing basic aquatic skills, developing functional water skills resulting in elementary swimming attempts, and developing basic and then elementary swim skills which lead to actual swimming. Instructions for specific teaching techniques, procedures, and activities at each stage of development are detailed. (KW)

ABSTRACT 32410

EC 03 2410 ED N.A.
Publ. Date 71 215p.
Horan, Mary; O'Donovan, Eleanor
Teacher's Resource Book for Developing Children's Perceptual Skills in Reading.
EDRS not available
Mediax, Inc., 21 Charles Street, Westport, Connecticut 06880.

Descriptors: instructional materials; teaching guides; resource guides; reading; reading skills; perceptual motor learning; teacher developed materials

The text is a resource book containing instructional sequences, sample lessons, and related activities for teaching perceptual skills in reading. Part one of the book serves as a supporting structure for the program, making use of what the children know and helping them organize information they already possess. Sections two and three concentrate on developing perceptual and thinking skills in reading. The program is designed to be adaptive to beginning readers, older children with reading problems, and children who have severe learning disabilities. The text is a supplement to Developing Children's Perceptual Skills in Reading (EC 031 340) by Dr. Lydia Duggins. (CD)

ABSTRACT 32512

EC 03 2512 ED N.A.
Publ. Date 71 197p.
A Curriculum Guide for Teachers of Handicapped Preschoolers.
Easter Seal Society for Crippled Children and Adults Of Allegheny County, Pennsylvania
EDRS not available
Easter Seal Society for Crippled Children and Adults Of Allegheny County, 14 Wood Street, Pittsburgh, Pennsylvania 15222.

Descriptors: exceptional child education; physically handicapped; neurologically handicapped; early childhood education; curriculum guides; preschool children

Presented is a curriculum guide for teachers in the Easter Seal Preschool Program for physically handicapped and or neurologically impaired children, which has as its goal preparing such children to approach formal schooling with higher degrees of personal and social adjustment and more positive attitudes toward their abilities and disabilities. Procedural guidelines for social and emotional, physical, language and speech, and intellectual development are stated. Outlined are suggested class management techniques or provisions. A developmental sequence of academic skills is presented, followed by unit core experiences which organize and sequence identified skill and concept learning experiences. Twelve specific units are detailed, including objectives, activities, songs, creative art experiences, and suggested materials and techniques. (KW)

ABSTRACT 32514

EC 03 2514 ED N.A.
Publ. Date 71 96p.
Barlin, Anne; Barlin, Paul
The Art of Learning Through Movement.
EDRS not available
Ward Ritchie Press, 3044 Riverside Drive, Los Angeles, California 90039 ($7.50).

Descriptors: physical activities; kinesthetic perception; class activities; elementary school students; creative expression; teaching guides; movement education

Directions for a wide range of kinesthetic, creative movement experiences for children of all ages are given. Various kinds of learning and increased self awareness which result from each type of activity are pointed out. Hints for teaching techniques as well as music to be used are provided, in addition to photographic illustrations. Categories of movement experiences covered include the following: involvement through stories; involvement through fantasy to stimulate imagination and curiosity and exercise creativity; vigorous movement to release energy and tensions; group experiences for learning to trust others; games; movement isolations for learning about oneself; dramatic play for learning about the world; movements expressing emotion to release tensions; moving through space to understand physical

relationships. General hints for teachers using these movement experiences are offered, as are suggestions for using movement in other classroom subjects. It is concluded that these movement experiences help a child become more self-disciplined, skilled in motor perception, aware and proud of himself, confident in bearing and posture, and accepting of classroom challenges. (KW)

ABSTRACT 32578

EC 03 2578 ED 051 607
Publ. Date 70 44p.
Bruch, Catherine B.
Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; intermediate grades; curriculum guides; creative development; California

The curriculum guide is intended as an introduction to the study of man and his individuality, creativity, and uniqueness. Portions of such a study are suggested for use with gifted children in grades 4-6. Major objectives relate to the development by gifted students of their own creativity, productivity, and realization of personal potential. Behavioral objectives in the areas of learning skills, cognitive processes, and affective processes are enumerated, and guiding questions and activities for the study of creative man are suggested. Biographical sketches of creative men and women are presented to serve as bases for lessons. Tapescripts of some classroom discussions following use of lessons in the Men and Women of Ideas series are given. The thought processes involved, as reflected by the students' comments, are analyzed. Films about creative persons are listed, as are films which may be useful to teachers for inservice training. (KW)

ABSTRACT 32670

EC 03 2670 ED N.A.
Publ. Date 70 335p.
Garton, Malinda Dean
Teaching the Educable Mentally Retarded: Practical Methods.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; educable mentally handicapped; teaching methods; class activities; unit plan; curriculum; mentally handicapped

The nontechnical book, aimed at the teacher of educable mentally retarded (EMR) or slow learning students, contains suggested materials, examples, and practical methods of teaching from the pre-readiness stage through work-study and vocational workshop stages. Following a general discussion of the educational objectives for EMR students and of the etiology and history of mental retardation, the characteristics of EMR students and guidelines for overall management and teaching techniques are presented. Examined are curriculum considerations for various age levels and methods of teaching through a unit of study. Sample core curriculum, junior high, and senior high school units are given. Special procedures for teaching the following different subjects are explained and illustrated: reading, writing, spelling, music, health, arts and crafts, arithmetic, and sensory training. (KW)

ABSTRACT 32720

EC 03 2720 ED 052 561
Publ. Date 71 56p.
A Resource Guide in Sex Education for the Mentally Retarded.
Sex Information and Education Council of the United States, Inc., New York, New York;
American Association for Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
NEA Publications-Sales, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; sex education; resource guides; course content; curriculum; class activities; instructional materials

A practical resource guide rather than a theoretical document, the guide contains information on sex education designed to help parents, professionals, and volunteers working with or teaching the mentally retarded. Guidelines for developmental sequences of instruction and suggestions concerning concepts, content, teaching methods and activities, and instructional materials are presented. The concepts and their associated ideas and materials are presented sequentially, from the easy and basic to the sophisticated, so that materials from the appropriate level can be selected for use with the educable or trainable retarded. Outlined are seven steps for establishing a sex education program in residential or day schools. Following brief discussions of the attitudes and responsibilities of adults involved and of teaching styles, two sample lesson plans are given to show how materials and information can be organized for presentation. Detailed are the component concepts and related activities for four general curriculum areas: awareness of self, physical changes, peer group relationships, and responsibility to society. The extensive list of selected resources includes both printed and audiovisual materials to use with the retarded. (KW)

ABSTRACT 32880

EC 03 2880 ED 053 502
Publ. Date 71 36p.
Popham, Donald F.
Teaching Gifted Students Social Sciences in Grades Ten through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; honors curriculum; senior high schools; teacher developed materials; program design; teaching guides; California

The monograph is designed to assist secondary school teachers in grades 10 through 12 who teach social sciences to gifted students. The introduction encompasses such topics as the role of leadership, the variability of instruction, and problems in social science instruction. The identification of the gifted student in social sciences and the successful teacher of the field are considered. The importance of the development of an inquiry-conceptual process of reflective reasoning in order to equip the gifted student for social understanding is stressed. Program themes and structure for each of the grade levels are discussed and subject matter skills and teaching strategies are examined. The monograph concludes with a summation of the projected design of the new social science framework for California as taken from the findings of the California Statewide Social Sciences Study Committee. A complementary document (EC 032 579) deals with the same topic at the elementary school level (grades 4-6). (CD)

ABSTRACT 32887

EC 03 2887 ED 053 509
Publ. Date Nov 70 184p.
A Resource Guide for Teachers of Young Hearing Impaired Children.
Capitol Region Education Council, West Hartford, Connecticut
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; curriculum guides; primary grades; resource guides; instructional materials; children's books

Directed to teachers of young hearing impaired children, the guide attempts to avoid a step-by-step approach to language acquisition and undue emphasis on grammatical form. Instead, the teacher is viewed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationship of the child to an aspect of his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

ABSTRACT 32888

EC 03 2888 ED 046 809
Publ. Date 70 231p.
Whitaker, Venetta
Social Studies for EMR Pupils-Teacher Resource Material: An Instructional Bulletin for Junior High Schools.
Los Angeles City Schools, California, Division of Instructional Planning and Services
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; junior high school students; curriculum guides; social studies; class activities

A compilation of material for teachers of junior high school educable retardates, the manual includes suggestions and activities in the following areas of social studies: developing self-realization; understanding and adjusting to the contemporary scene; recognizing the value, function, and responsibility of the family relationship with school, church, community, state, and nation; understanding how geography affects our culture; becoming a responsible citizen; becoming aware of historical events and appreciating the American way of life; appreciating man's need for security and peace and understanding the role of the United Nations; learning about and understanding the way of life of people of other nations; getting acquainted with occupational opportunities and developing economic efficiency; and making the proper use of leisure time. A course of study on the same topics can be found in EC 032 889. (RJ)

ABSTRACT 32889

EC 03 2889 ED 053 510
Publ. Date 69 47p.
Whitaker, Venetta
Social Studies for EMR Pupils: A Course of Study for Junior High Schools.
Los Angeles City Schools, California, Division Of Instructional Planning and Services
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; social studies; curriculum guides; junior high school students; course objectives

A course of study on social studies for the educable mentally retarded junior high school students, the manual outlines goals for each area of the curriculum and suggests time limits for each. Areas are development of self-realization, understanding and adjusting to the contemporary scene, the role of the family in society, the effect of geography on culture, good citizenship, historical events and the American way of life, the need for security and peace, the role of the United Nations, life in other nations, occupational opportunities, and the use of leisure time. Suggested activities for each unit can be found in EC 032 888. (RJ)

ABSTRACT 32997

EC 03 2997 ED N.A.
Publ. Date 71 205p.
Hazard, Elizabeth
Lipreading: For the Oral Deaf and Hard-of-Hearing Person.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child education; aurally handicapped; adolescents; lipreading; phonetics; lesson plans; oral communication

The book presents lessons for teaching lipreading to hard of hearing and deafened persons who have speech and a memory of speech rhythm. With the viewpoint that lipreading is phonetics and that only 25% of what is said can be seen, considerable analytical study leads to lipreading's goal--synthesis. Vowels and syllables are the focus of the synthesis technique. An ample selection of practice material includes drills with syllables, words, and word comparisons. Also included is emphasis on common stumbling blocks to the hard of hearing.

The lessons work well with persons aged 12 years and older. (CB)

ABSTRACT 33193

EC 03 3193 ED 054 561
Publ. Date Jun 71 69p.
Walden, S. Bernie and Others
The Trainable Child: Preparation for Life.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; curriculum; class activities; parent role; instructional materials; mentally handicapped; teaching guides

Designed to be used in an inservice training program for teachers of trainable mentally retarded children, the manual begins with a discussion of the home as a resource and of ways in which parents, as part of a Teacher-Parent Team, can contribute to the learning of their children. In the major section of the manual, the statement of curriculum goals in the areas of social-emotional, academic, vocational, and enrichment objectives is accompanied by activities which can be used in the classroom to accomplish the objectives and activities which the teacher can suggest that parents use as home reinforcement. Suggestions for classroom planning and management are given. Appended is a chart of selected instructional materials for use with TMRs which indicates for each item whether it is self-instructing, self-correcting, multipurpose, and reusable. A list of sources for these and other instructional materials follows. (KW)

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Writing Skills 22717, 31462.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

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REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
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13					
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15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

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	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

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